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ABSTRACT

Part of the rationale underlying this three-part human relations unit (taken from Major Concepts for Social Studies by the Social Studies Curriculum Center at Syracuse) is that students should become aware of the importance of the dignity of each individual, and the young citizen should be striving to work and cooperate with fellow individuals. Human dignity should imply to every citizen the worth of each individual--worth that exists because the individual exists and not because of his achievements. Some of the overall objectives for the unit are that the student: 1) better understand and accept himself as an individual and member of a group; 2) become aware of the awesome responsibility of being a pre-adolescent and react to the conflicts and problems arising from this; 3) demonstrate by examples and discussion that knowledge should result in action. A number of themes are examined through written exercises, role-playing, and other activities. Among them are: universals and differences among men; self concept and identity; individuality; maturity; social roles; socialization influences; stereotyping; self confidence; human needs; apathy; dissent; nonconformity; extremism; and inference vs. fact. All of the student materials required are contained in the document. (Author/AWW)

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HOWARD COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES CURRICULUM

UNIT: MIDDLE SCHOOL

HUMAN RELATIONS

HOWARD COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES CURRICULUM

UNIT: MIDDLE SCHOOL

CONCEPT: HUMAN RELATIONS (PART I)

UNIT CONCEPT: HUMAN RELATIONS

PART I

UNIT RATIONALE: Learning to cope with everyday social interaction is of the utmost importance to the individual. Since a major premise of the middle school is the process of socialization, it is important that the curriculum be responsive to that idea.

"Students should become aware of the importance of the dignity of every other individual. Instead of just thinking of 'society' and doing things for the 'good of society,' the young citizen should be striving to work and cooperate with fellow individuals. Dignity is defined in our dictionaries as worth or merit. Human dignity should imply to every citizen the worth of all individuals. This is worth which exists because the individual exists, and not because of his achievements. In many parts of the world today there are highly intelligent people who can neither read nor write, and whose ethics or social background is such as to deny them a job, access to courts, or sufficient food for survival. In such circumstances, worth cannot be judged by accomplishments or social position."[1]

UNIT OBJECTIVES: The student will:

- better understand and accept himself as an individual and as a member of a group.
- become aware of the awesome responsibility of being a pre-adolescent and react to the conflicts and problems arising from these.
- demonstrate by examples and discussion that knowledge should result in action.

SKILLS OBJECTIVES: The student will:

- follow written directions.
- identify purpose of a group.
- identify roles in a group.
- participate in socio-drama.

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1. Major Concepts for Social Studies. Social Studies Curriculum Center at Syracuse University, 1965, page 23.

PART I

OBJECTIVES:

1. The student can, in writing, discuss the meaning of Carl Sandburg's poem, "The Family of Man," and relate it to the slides.
2. The student can state a few "universals" and "differences" found in all men.

LARGE GROUP:

A visual presentation of many different types of "faces of man" may be used as a motivational device. An appropriate film could be used, a series of pictures or slides could be compiled or students could bring in pictures.

Films (Available from media center)

Cities in Crisis

People Are Different and Alike

Pictures Cut From Magazines

Young people - Old people

Rich people - Poor people

People fighting - People working

Men - Women

People from all over the world

SMALL GROUP:

The following student "handout" is distributed to each individual. Small groups discuss the question. Each student writes his own reactions.

STUDENT HANDOUT

THE FAMILY OF MAN

There is only one man in the world
and his name is All Men.

There is only one woman in the world
and her name is All Women.

There is only one child in the world
and the child's name is All Children.

Carl Sandburg

THINK - DISCUSS - WRITE

1. What does Carl Sandburg mean when he says that there is only one man, one woman, and one child in the world?
   How can he say that your name is "All Children"?

2. By relating this poem with the visual presentation you have just seen, can you describe some similarities, or "universals" that can be found in all men?

3. It is amazing how the human race can be so different and yet so much alike. Which would you consider more important, the similarities or differences? Why?

4. Do you consider yourself as "One Man" or as a part of "All Men"? Explain, showing some good thought.

PART II

OBJECTIVE:

The student can state a personal definition of self as demonstrated by the completion of a learning package.

One copy of each page of the Student Learning Package should be distributed to each student.

I. WHO ARE YOU?

Our aim is to help you to know and express yourself as an important human being, different in some ways from all other human beings. We are asking you to think about who you really are and about ways in which you resemble, or differ from, other people.

We want you to use your eyes, your ears, your mouth, your hands and feet -- and your mind. We want you to read, to listen, to talk, to write, to act -- and to think. Be yourself and say what you really feel.

We are not suggesting that after completing these few sheets you will instantly know yourself in every way possible. What we are hoping is that this has been enough to stimulate your thinking in this area. Getting to know and understand yourself and others is a constant process and does not necessarily end when you become an adult.

WHO ARE YOU?

A face-

A name-

A voice-

Or more?

LET'S FIND OUT . . .

II. A THREE - DIMENSIONAL PORTRAIT

Complete this three - dimensional portrait on yourself.

Be as objective as possible. You may find it harder than you think.

I. APPEARANCE

a. Sex _____

b. Age _____

c. Height and Weight _____

d. Color of hair, eyes _____

e. General appearance (good-looking, skinny, neat, sloppy, shape of head, birthmarks, freckles, etc.) _____

_____

_____

_____

_____

II. BACKGROUND

a. Standard of living _____

_____

b. Position or occupation _____

c. Education: amount, kinds of schools, favorite subjects, poorest subjects _____

_____

_____

_____

d. Home life _____

_____

_____

e. Religion _____

f. Race - nationality _____

g. Amusements, hobbies, sports _____

_____

_____

_____

II. A THREE - DIMENSIONAL PORTRAIT

III. IDEAS

a. Temperament: easy going, pessimistic, optimistic _____

b. Frustrations, chief disappointments _____

c. Personal premise, what do you think of yourself? _____

d. Attitude toward life _____

e. Standards of right and wrong _____

f. Abilities _____

g. Qualities; imagination, judgment, tastes _____

III. WHOM DO YOU SEE?

We are asking you to look with your mind as well as your eyes at the photographs of other people. Then look at yourself in the same way -- tell what you see. Choose the one picture that you relate to the most. You will find the pictures mounted on the wall. Explain your feelings and ideas in detail in the following space.

IV. WHO ARE YOU?

IN MANY WAYS, you're very much like everyone else in the world. But what makes you different? What makes you You? A little thing called ego --- the "I" in you. How much have you thought about the "I" in you? How well do you know yourself?

Check the square beside each statement that best fits you. Check only one square for each number.

1. ☐ I like being me -- win or lose. ☐ I don't really mean much -- I'm nobody.

2. ☐ I play up to people, use them. ☐ I genuinely like other people.

3. ☐ I'm not afraid to say what I believe in, even if no one else agrees with me. ☐ It embarrasses me to express my beliefs when they're different from other peoples'.

4. ☐ I'm scared of things I'm not used to. ☐ I welcome the new and the challenging.

5. ☐ I love life and living. ☐ Everyone I know is a bore.

6. ☐ There are so many things I'm interested in that I never know where to begin. ☐ I work toward one goal at a time, keeping that goal in sight.

7. ☐ Life is a breeze, because I can separate the important from the unimportant. ☐ I waste my time on an awful lot of unnecessary details -- or nothing at all.

8. ☐ I accept things as they are. It's not for me to question. ☐ I look for meanings in things. I want to know the why of everything.

9. ☐ I look at people as individuals, not as members of a particular group. ☐ I say: Look at the group, and you'll know what the person is like.

V. DRAW YOURSELF

A space is provided below in which you can draw yourself. Show yourself as you really are, as you think other people see you, as you would like to be, or anything else. If you need more room, let us know.

VI. DO YOU DARE TO BE AN INDIVIDUAL?

It may be harder than you realize to be a true individual. Individuality is not something that comes automatically. It grows with one's responsibility of freedom of choice, guided by intuition and experience.

Considering this, answer the following questions to the best of your ability.

A - Always S - Sometimes N - Never

1. If you have a good idea, do you express it?
2. Do you follow through on things you want to do?
3. Do you say "no" to your friends if you do not want to go along with something they are planning?
4. Do you feel free to refuse something you know you should not have?
5. Do you dare to stand alone on an issue?
6. Can you find things to do when you are alone?
7. When you buy clothes, do you look for things that suit you best, instead of what everyone else is wearing?
8. Are you happy with people who are not really "in" with your friends?
9. Do you aim to do your best, even if it makes you seem like an "oddball"?
10. Would you stand by a friend whom others are "cutting down"?

"Man is his own star." - Emerson

VII. "I"

Use the rest of this page and its back to write a short story, poem, or other piece of creative writing entitled "I." Make your writing personal. Have it say something about the person, I. Me? Myself? I? Who are you?

VIII. WHAT'S YOUR MATURITY QUOTIENT?

Did you know that maturity is not something that comes automatically when you become an adult? Maturity is something that is always building up. It is constantly changing. Every change that you make for the better makes you more mature.

Take this maturity quiz and then rate your maturity quotient.

	Sometimes	Always	Never
Do you use the excuse: "If only I had more time"?			
Do you ever say: "I'll never do that"?			
Do you ever say: "I can't speak in front of a group"?			
Do you try to tell other people what to do?			
Do you get angry quickly?			
Do you hold a grudge?			
Must you always have your own way?			
Do you judge others by rumors?			

How do you rate? Are you growing and changing or just standing still?

IX. HOW MANY ROLES DO YOU PLAY?

A part taken by anyone in which certain behavior is expected is called a role. We all have many different roles, ranging from worker, student, friend to many others.

Sometimes your roles disagree or conflict. A man's duties as a soldier sometimes conflict with his feelings as a humanitarian.

Taking all this into consideration, answer these questions to the best of your understanding.

INDIVIDUAL WORK

1. Can you identify more than one of your roles? List them.

2. For each of your roles list some of the ways you are expected to behave in that role.

SMALL GROUP DISCUSSION

1. Compare your lists of roles and the ways you are expected to behave in each role.

2. Do your roles ever conflict with one another? In what way?

3. How can you resolve the conflict between your role as a son or daughter and your role as a member of your group of friends?

SELF-EVALUATION:

How well do you know yourself? What are your true feelings about yourself? What are your qualities, interests, and desires?

Answer below, giving thought to what you write. Be honest, do not write only what you think people want to hear.

XI. SELF-EVALUATION KEY

Only you can judge the acceptability of your answer, for you know yourself like no one else does. Remember that you are an intricate network of emotions, thoughts, and feelings. Sometimes even you cannot explain your own actions.

XII. QUEST SUGGESTIONS

1. Consider someone that you do not seem to be able to get along with. What is it about this person that causes the difficulty? More important, what is it about yourself that causes the friction? Does this problem exist more "in" you than "between" you? Explain.
2. If available, take four poses of yourself in a picture booth. Be as expressive as you can.
3. Write a story or situation in which you are a character. If you want, this can be a tall-tale, poem, skit, etc.
4. Make something that says something about "you."
5. Complete a "Three-Dimensional Portrait" on some else you know.

HOWARD COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES CURRICULUM

UNIT: MIDDLE SCHOOL

CONCEPT: HUMAN RELATIONS (PART II)

1970

UNIT CONCEPT: HUMAN RELATIONS (PART II)

UNIT RATIONALE: Learning to cope with everyday social interaction is of the utmost importance to the individual. Since a major premise of the middle school is the process of socialization, it is important that the curriculum be responsive to that idea.

"Students should become aware of the importance of the dignity of every other individual. Instead of just thinking of 'society' and doing things for the 'good of society', the young citizen should be striving to work and cooperate with fellow individuals. Dignity is defined in our dictionaries as worth or merit. Human dignity should imply to every citizen the worth of all individuals. This is worth which exists because the individual exists, and not because of his achievements. In many parts of the world today there are highly intelligent people who can neither read nor write, and whose ethics or social background is such as to deny them a job, access to courts, or sufficient food for survival. In such circumstances worth cannot be judged by accomplishments or social position."[1]

UNIT OBJECTIVE: The student will:

A/ a development of the student's personal definition of "interaction with others' and list what he thinks are several problems involved in the process.

PART I

OBJECTIVE: The student can state the influences that act on his life by filling in an influence chart.

1. Major Concepts for Social Studies. SocialSStudies Curriculum Center at Syracuse University, 1965, page 23.

INFLUENCE CHART

One way to see how different forces work upon an individual's thoughts and ideas is to fill out the chart below. Use X for slight influence, XX for strong influence, and XXX for powerful influence.

Ideas About	Parents	Friends	Teachers	Books	Radio-TV	Papers Magazines	Personal EXperience
Police							
Parents							
Drugs							
Civil Rights							
Smoking							
Popular Music Group							
Marriage							
Long Hair							
Coca-Cola							
Current Boys' Fashions							
Local School							
Current Girls' Fashions							

PART II

OBJECTIVE: The student will value stereotype thinking as a hinderance to human relations by being able to define the term "stereotype" and give five examples to strengthen the definition.

I. STEREOTYPING

Did you know that stereotyping is a learned behavior? Did you know that members of a stereotyped group lose their individuality? Can you define "stereotype"?

By the time you finish this package you should be able to define this term and give five examples of it. You should also be able to explain how stereotype thinking restricts your effectiveness in human relationships.

Using the list of words below, write the first word that pops into your head.

red hair	doctors
blonde	truckdrivers
blue eyes	school teachers
fat	teenagers
tall and dark	over 30's
Southerners	hicks
Marylanders	snobs
New Englanders	happy
San Franciscans	unhappy
Westerners	Mormons
Italians	Irish

II. WATCH THAT STEREOTYPE

Shown below are four words. In the blank area below each, draw a picture that the word brings to your mind. The image you create will tell a lot.

HIPPIE

TEACHER

TEENAGER

MEXICAN

II. WATCH THAT STEREOTYPE

In 1969 students at the University of California at Davis conducted the following experiment. First, they received clearance from police and merchants in Davis and another town to shoplift.

To carry out the experiment one student dressed as a conservative businessman, complete with a briefcase. When he walked through the stores' aisles openly taking everything he wanted and putting goods into his briefcase, no action was taken by store personnel or customers.

Other students hit the same stores dresses as hippies -- long hair, psychedelic shirts, vests, sandals, beads, bell-bottoms, sandals -- the whole bit. These students were immediately suspected. Although they took nothing, they were closely watched and often treated with hostility.

What caused the difference in reactions?

Can you explain the difference?

Let's imagine the thoughts of a store customer:

"Look at that young businessman taking things. Well, he is nicely dressed and neat. Businessmen are not thieves; they are solid citizens. That young man must be an executive. Probably checking merchandise."

"EEEchh. Look at those hippies. Disgusting. Lazy bums. Probably in here trying to get something for nothing. Wouldn't put it past them to try to steal everything in sight."

Can you see what is happening? The store customer is reacting to a mental picture. The word "businessman" takes shape in his mind as someone who is honest and hardworking. The word "hippie" raises the picture of someone who is sloppy, lazy, and dishonest.

II. WATCH THAT STEREOTYPE

In the Davis experiment, such pictures were so strong that people disregarded what was happening right before their eyes. They were reacting to stereotypes. We hear a word, and an image comes to mind.

Woman driver -- a crazy lady who is a menace on the road.

Hippie -- a long haired slob.

Texan -- a tall, loudmouthed person in a ten gallon hat pulled back, ready to fire.

Teacher -- a prim, old maid with her hair pulled back in a bun.

Reacting this way to stereotypes is reacting to labels. Words influence our thoughts. We forget the reality behind the word:

A. Although men quickly rate themselves as better drivers than women, extensive tests show there is no basic overall difference. As a matter of fact, girls between 16 and 25 rate as the safest drivers of all.

B. When hippies first appeared, they were long-haired people who wanted to get away from the pressures of life and do their own thing -- usually with the help of drugs. They tended to be quiet and unagressive. Now anyone who has long hair and unconventional dress is called a hippie.

C. Texans come in all shapes and sizes. A Texan from Houston may be an oil geologist who has hardly ever seen a cow and never wears a ten-gallon hat.

D. Look around at your teachers. Your school may have a lot of teachers who are in their twenties and dress stylishly. One helpful thing about TV shows like "Room 22" or "The Bill Cosby Show" is that they show teachers as human beings and not as stereotypes.

We will repeat our message. The word is not the object, the stereotype is not the person.

III. CONSIDER THE FOLLOWING EXAMPLES OR SITUATUIONS AND ANSWER THE QUESTIONS

1. On a recent steer roundup in Wild Horse, New Mexico, the chuck wagon was an air-conditioned truck that carried a $100-a-day chef and popsicles in the freezer.
   Does this item seem surprising? What is your stereotype of the cowboy at work?
2. Last year, high school students in Southern Germany were asked to describe the typical American man. According to them, the American is a young, crew-cut, friendly person who wears loud shirts, travels with two cameras, and shows off by spending money.
   Do you think that stereotype truly represents all American men?
3. This incident was reported in a recent Wall Street Journal:
   A young black executive from Chicago went to New York for an important meeting. As he approached a New York executive, the New Yorker said, "Are you here to deliver something?" When the black businessman introduced himself, the New Yorker was extremely embarrassed and remained that way throughout the meeting.
   What stereotype had messed up the New Yorker's thinking?
4. Frito-Lay, Inc. has been using the Frito Bandito since 1967 to sell its crunchy product. First shown as unshaven, unfriendly, and leering, Frito proved a big success on children's TV shows. The company then decided to use him for all its commercials. But first, Frito Bandito had to undergo some changes as drawn up by Frito-Lay's advertising staff:
   1. less making faces
   2. no beard or gold tooth
   3. a switch in facial features from sneering to slyness
   4. friendly face and voice.

   Can you guess who complained? Why?
5. The Dodge Automobile commercial which features a southern police officer might be objected to by other than a southern police officer. What large segment of American population would find this commercial offensive and why?

IV. CONNOTATION AND DENOTATION

Connotation? Denotation? What kind of animals are those? How can a commotation hide a denotation? Is a connotation for real? Use the dictionary to find out the meanings of these words and then write the connotation and denotation for each of the following words.

Hawk

Dove

Pig

Wop

Communist

White

Black

V. VOCABULARY

"MOTTO"

I play it cool
And dig all jive.
That's the reason
I stay alive.

My motto,
As I live and learn,
is:
Dig and Be Dug
In Return.

by Langston Hughes

(How do you react to this? Does Mr. Hughes have something worth saying?)

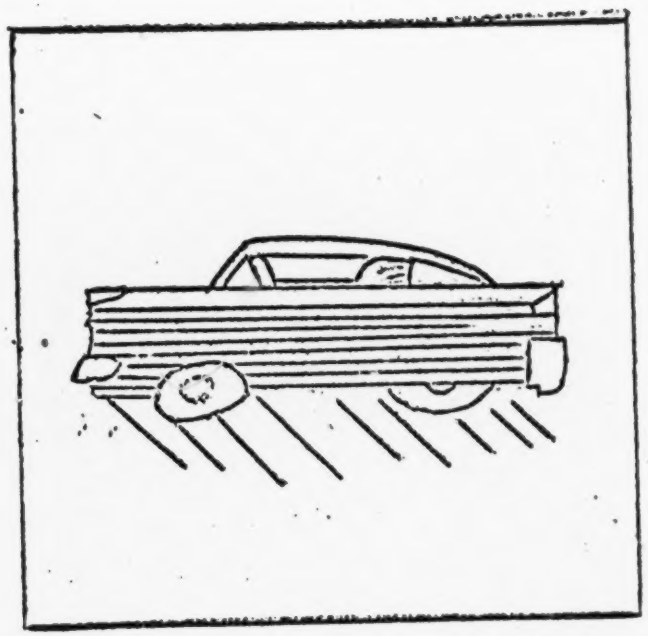
The following is about your vocabulary -- the words you use and the way you use them. You are the judge. Not everyone agrees about what is right and what is wrong, so you and someone else might not agree. What do the words mean? Say them out loud, say them in sentences, act them out, find some way to give them meaning, argue about them -- then write.

On the following page, meanings of words are shown by pictures. In the first space match the words below with the pictures. In the second blank try to write another word that <u>you</u> would use for the picture. And finally in the third space write the standard or traditional word for the picture - the one your parents would accept.

Bread	Threads
Wheels	Cop
Chick	Horn

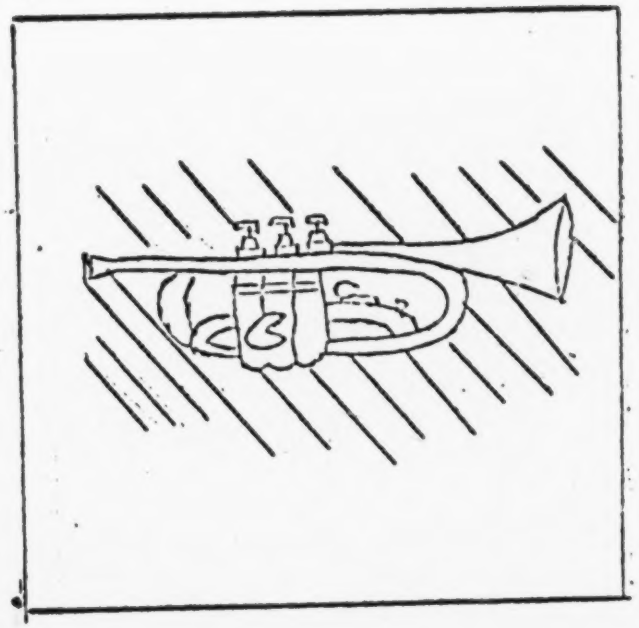
1. _____ 2. _____

3. _____



1. _____ 2. _____

3. _____



1. _____ 2. _____

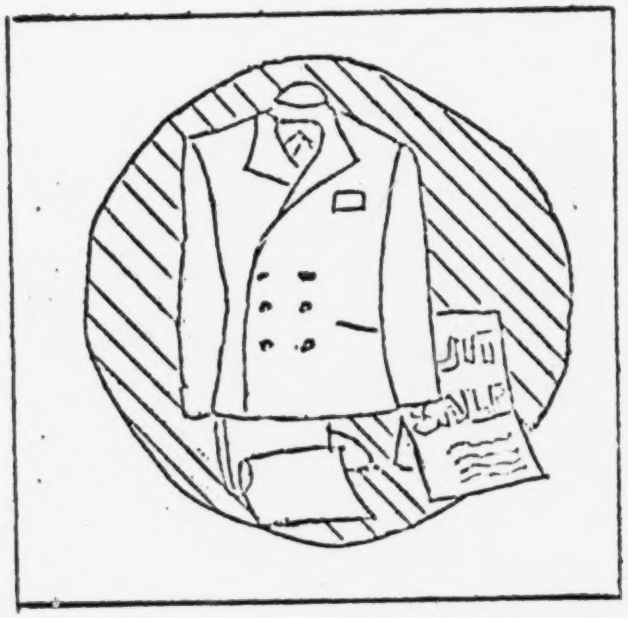
3. _____

1. _____ 2. _____

3. _____

1. _____ 2. _____

3. _____



1. _____ 2. _____

3. _____

VI. STEREOTYPING: SELF-TEST

A. Define "stereotype" and give at least five examples of stereotyping. How does a label keep you from thinking clearly about the person given the stereotyped title?

B. Give yourself one minute to write your responses to these words: blond, teacher, teenager, parent, Mexican, truck driver, farmer, fat and red. Why did you respond the way you did?

C. People are both different and alike. Is it really necessary to emphasize the differences? Why? What is one way in which you can shift the emphasis to man's common characteristics?

VII. QUEST SUGGESTIONS

1. Choose a well known stereotype. How did this stereotype come into being -- who started it, when, where, why? Was it a valid generalization at times? Is it valid now?

2. Discuss with a member of a minority group an occasion when he was subject to stereotyped thinking. Example: age restriction on movie admission; thosesunder 18 could not purchase tickets to "Woodstock."

3. Casually bring up some of the stereotypes mentioned in the unit. Example: hippies, teachers, Irish, Italians, Southerners, truck drivers, etc. Talk about them with your parents. Do you think they stereotype? Remember that their experiences may have strengthened or weakened some or all of these. How do your parents define stereotyping?

4. How are stereotypes used by comediens? Mimic a routine or make up one that treats a stereotyped group humorously.

PART III

OBJECTIVE: The student can express possibilities which can resolve a situation by role playing and application of personal experience to a given situation.

I. SITUATIONS

Following are two situations that students can act in role playing:

Scott is missing the watch that he received for Christmas. He can't figure out what could have happened to it. One day while looking through his brother Freddie's dresser for a clean pair of socks, he finds a watch just like the one he thought he lost. Scott goes immediately to tell his mother and they decide to confront Freddie when he gets home. What they do not realize is that Freddie has saved up his allowance for several weeks in order to buy Scott a new watch for his birthday and has hidden it in his dresser. Then Freddie comes home.

(Have the students act the role of Freddie, Scott, and their mother.)

Mr. and Mrs. Gopher have left their son, Gomer, home to watch the baby with explicit instructions not to leave home while they are gone. Gomer wants to go over to a friend's house and decides it would be all right as long as he took the baby with him. While Mr. and Mrs. Gopher are out they hear on the car radio that their home phone number will be called and if someone answers they will win $1,000 in the contest. They are both excited, because they know Gomer will be home to answer the phone.

(Have students play the role of the father, mother, and Gomer.)

PART IV

OBJECTIVE: The student can accept others as individuals and can demonstrate the ability to evaluate himself realistically.

I. SELF-CONFIDENCE

Do you want to know how to get self-confidence?

Do you want to know how to get along better with people? Do you want to know how to be very popular and always have friends knocking on your door and ringing your phone? If you do, then you must first learn to understand better both yourself and other people.

We are going to present a series of packets that will help you with your goal.

We are asking you to read it seriously and answer all the questions -- not to help us -- but to help you. Take your time and think about what you are saying. Do not pre-judge the material and say "It can't help me," or, "I don't really think there is anything to gain by all this." Give yourself a chance! Give yourself some new thoughts, new ambitions, and new popularity.

GOOD LUCK!

II. BASIC NEEDS

You have been studying human relations now for several weeks, and by the time you fully realize that if you want to gather honey, you do not kick over the beehive. But if you do not kick over the beehive, what exactly do you do? Well, let's see.

Herbert Spenser wrote "The great aim of education is not knowledge but action." Education is the ability to meet life's situations. Therefore, we must learn how to act. What is this big secret of dealing with people?

First, in dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion, creatures who are prejudiced against their neighbors, creatures who are motivated by pride and vanity.

Did you ever stop to consider what these creatures we are talking about really want? What do they really crave more than anything else? Here is a partial list of seven things. Fill in the list as best you can. To help -- think about what you want -- think about what you need.

1. H E _ _ _ _ A N D P R _ _ E R V A _ _ _ _ O F L _ F _ .
2. F _ O _ .
3. S _ E _ _ .
4. _ O _ E Y .
5. B E _ _ _ F I _ _ _ O _ .
6. H A _ _ _ N E _ S F _ _ _ H _ L _ _ E N .
7. _ _ F E _ L _ _ _ O F _ M _ O _ T _ N C E .

Which do you think a person would desire most?

A. Money B. Intelligence C. Desire to be appreciated

Answer: _____

If you said C you are correct. You have already filled in the list but look at it again on the next page.

II. BASIC NEEDS

1. Health and Preservation of Life
2. Food
3. Sleep
4. Money
5. Belief in God
6. Happiness for Children
7. A Feeling of Importance

Could you add any more?

8.

9.

Why do you suppose this desire to be important or this craving to be appreciated is so important to everyone? Do you think everyone goes about getting their feeling of importance in the same way?

Write your answer here:

III. DID YOU KNOW . . .

-- That some people give millions of dollars just to have some little piece of land in some far off place like the Antarctic named after them . . ,

-- that some people spend a lot of time and money on animals they show at county fairs just to win ribbons . . .

-- that some people must wear the latest styled clothes, drive bigger and faster cars, buy houses many times bigger than they really need . . . .

-- that some people turn to a life of crime because they cannot get the feeling of importance they so desperately need any other way . . . . . .

-- that some people pretend they are always sick so that people will feel sorry for them or if they are not sick they persist in boring you about when they were . . . . .

-- that some people actually go insane to find in their dreamland, what they cannot find in reality . . . . .

Write what you believe to be the reasons for these things.

IV. A LOOK AT YOU . . .

How did you get your feeling of importance? I am sure you can think of a hundred ways but I only want you to list five.

To help -- think about when you criticized someone for something they said or did. Think about when you laughed at a joke that was at someone else's expense. Think about the last time you complained about your parents, your teachers, or your brother or sister. Why did you complain? Did the person you complained to have any authority to help remedy your situation or was he or she just listening? Keep in mind the people you like and the people you do not like. Think about why. List the ways you get your feeling of importance.

MY FEELING OF IMPORTANCE

1. _____

2. _____

3. _____

4. _____

5. _____

VERY GOOD!

Now, [illegible]

IV. A LOOK AT YOU . . .

Now, make another list of three things which you consider to be weak points about yourself. Be honest and be sincere. Remember, you are trying to find out more about yourself.

MY FAULTS

1. _____
2. _____
3. _____

V. THE OTHER GUY

Let's have some fun! Think of someone in the class you do not like. If there is no one whom you do not like, then pick the person you like least. Do not tell anyone who it is. It is your secret.

Think of the person and his actions and then write the five ways you think he gets his feeling of importance. Be very careful to be as objective as you possibly can.

1. _____
2. _____
3. _____
4. _____
5. _____

V. THE OTHER GUY

HIS STRONG POINTS:

If you listed on page 20 all his weaknesses, try to list three strong points this person may have. Emerson said, "Every man I meet is my superior in some way. In that I learn from him." List his three good points.

1. _____

2. _____

3. _____

If you ~~have~~ not listed three strong points -- go back and try again.

Do any of the strong points he possesses appear in the list you made about how he gets his feeling of importance? If so, list them.

1. _____

2. _____

3. _____

Why was it hard to think of three strong points about this person? Do you think it had anything to do with the fact that you do not like this person? Would it be easier to think of strong points about a friend of yours?

The question now arises -- do you think there is a relationship between the way this person (remember, you still do not like him) gets his feeling of importance?

CONSIDER:

If he made up a list about you, how closely would it look like the list you made up about him? Do you think other people who do not like this person look at him the same way you do?
Is it possible that some of the weak points this person has are not considered to be weak points by this person but only ways to get the feeling of importance he really needs?

V. THE OTHER GUY

CONSIDER:

Would you consider getting along a little better with this person because now you have a better idea as to why he does what he does?

Could you help him? Of course you could! It would not be easy but you could do it! You would be helping yourself, too.

List a few ways you could help.

1. _____

2. _____

3. _____

Discuss your list with other people but do not tell them who it is you are going to help.

See if the person you are trying to help can figure out who you are. I would bet by next week he could.

We have been made aware that we live in a world filled with outside influences which directly reflect on us. We are influenced by other people's acts and examples, by laws and customs, by duties and responsibilities. However, out actions also have an effect on the actions of others.

What is the value of a smile?

How can you get over your fear of failure?

How can you make people really care about you?

How can you get more self-confidence?

HOWARD COUNTY PUBLIC SCHOOLS

SOCIAL STUDIES CURRICULUM

UNIT: MIDDLE SCHOOL

CONCEPT: HUMAN RELATIONS (PART III)

1970

HOW TO THINK, NOT WHAT TO THINK

OBJECTIVES

Apathy:

1. The student will define apathy, describe a situation that demonstrates an apathetic attitude, and list reasons why apathy is dangerous.

Dissent:

1. Given a copy of the Constitution, the student will be able to locate that article which guarantees the right to dissent.
2. The student will be able to discuss in writing at what point dissent becomes treason.
3. Provided with a list of statements, the student will select those that illustrate the use of dissent and those that illustrate the abuse of dissent.

Nonconformity:

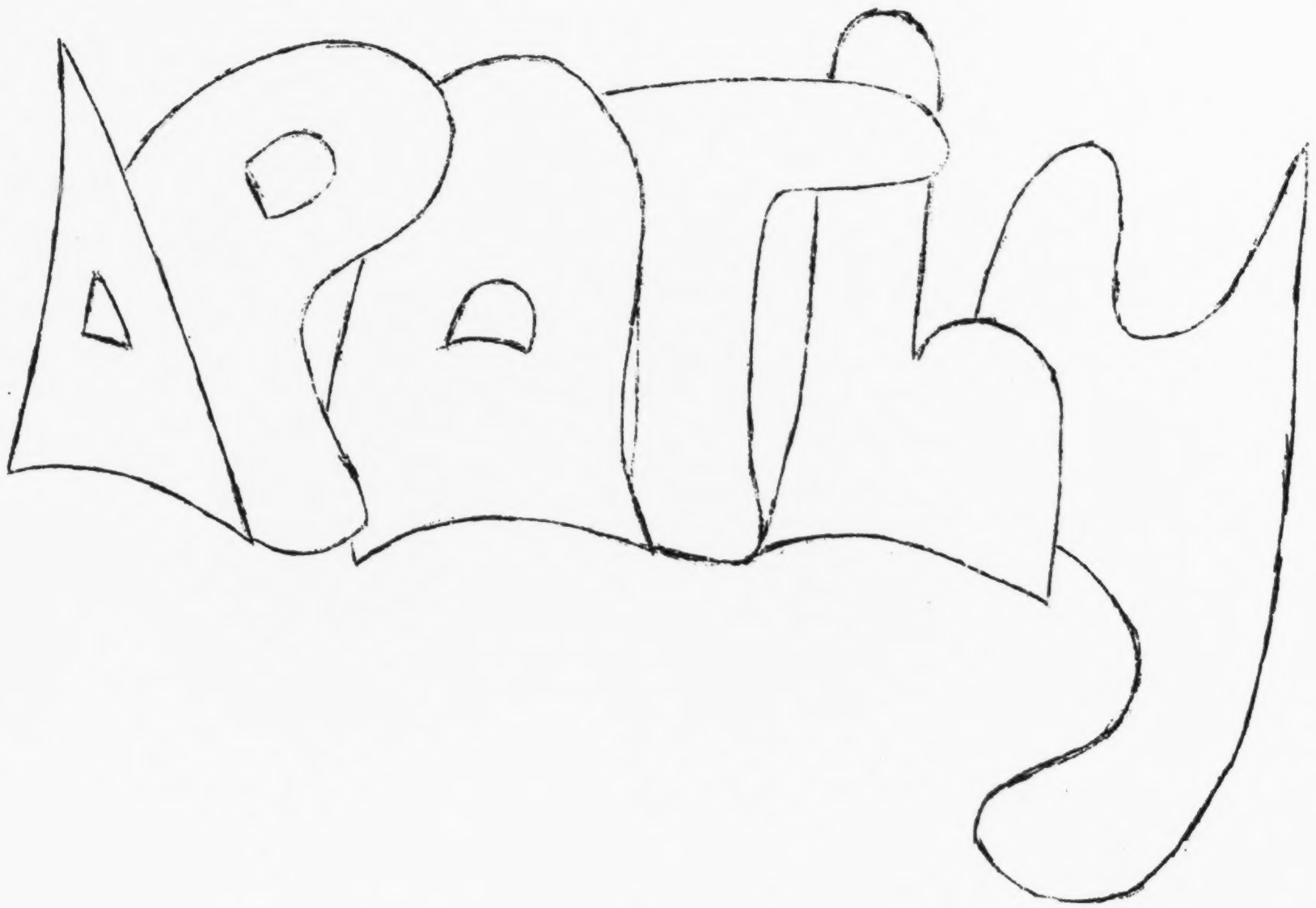
1. Given a list of statements about conformity and nonconformity, the student can state whether they are true or false.
2. The student can compose a list of groups considered nonconformist, and decide whether they are beneficial or harmful to the individual and the group.
3. The student can state in his own words the value of nonconformity.

Extremism:

1. From a list of extremist groups, the student can select one and state why the group appears extreme and how it presents a threat.
2. After reading Shirley Jackson's "The Lottery", the student can define extremism.

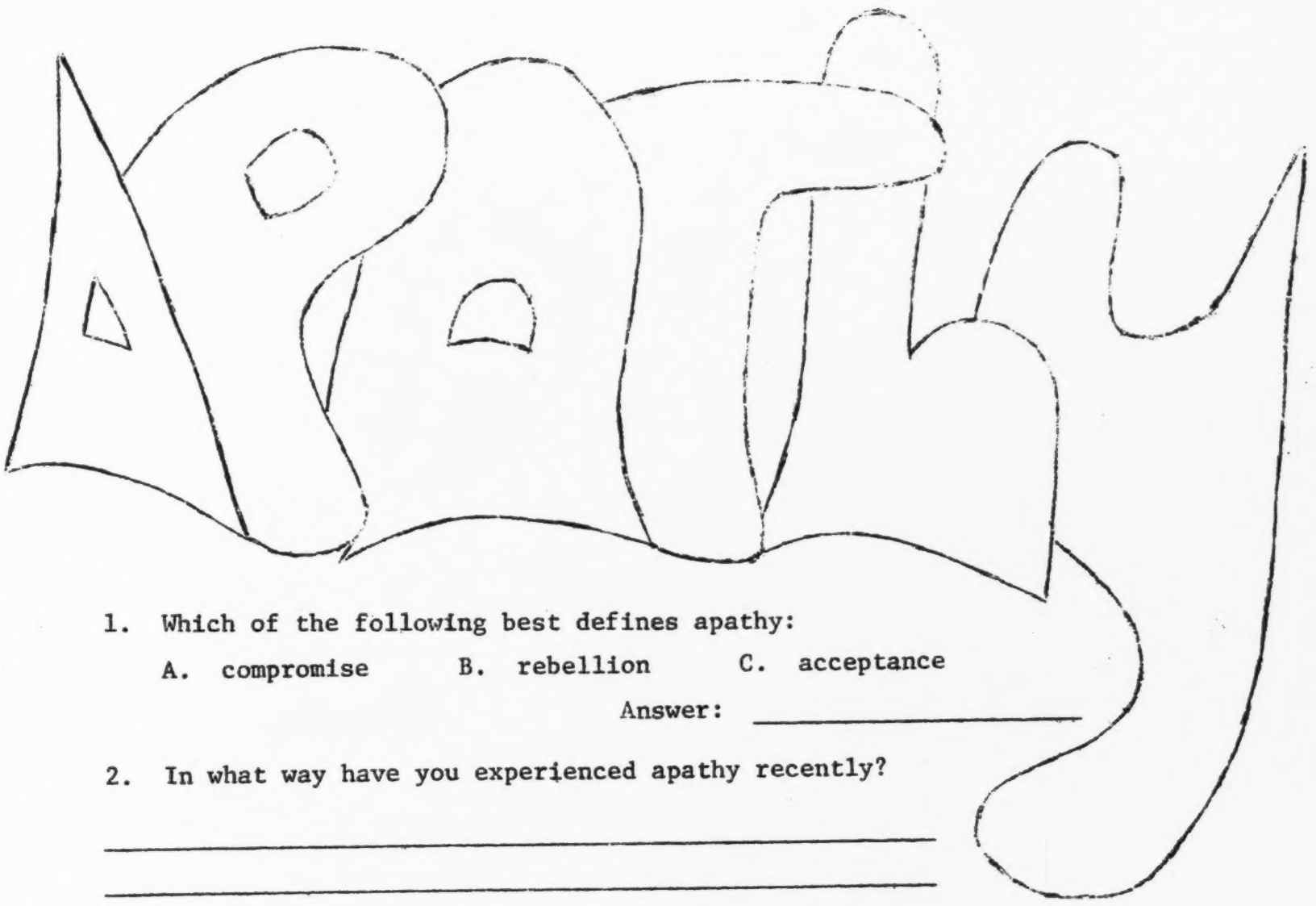
Inference:

1. The student can state the meaning of fact and inference and the difference between these terms.
2. Given a series of situations the student can evaluate a choice of inferences.
3. Provided with one scene from a play the student can improvise an ending to the play.



Imagine a world where there is no privacy. All rooms are bugged and your mind is controlled by one person. Books have been destroyed and the only information you are allowed to receive is given on TV. One Superleader controls the fate of the world.

How do you think a world like this could come about? What attitude on the part of the people would allow a Superleader to take over?



1. Which of the following best defines apathy:

   A. compromise B. rebellion C. acceptance

   Answer: _____

2. In what way have you experienced apathy recently?

_____

_____

_____

_____

_____

_____

3. Have you ever acted in an apathetic manner? What happened as a result of your apathy?

_____

_____

_____

_____

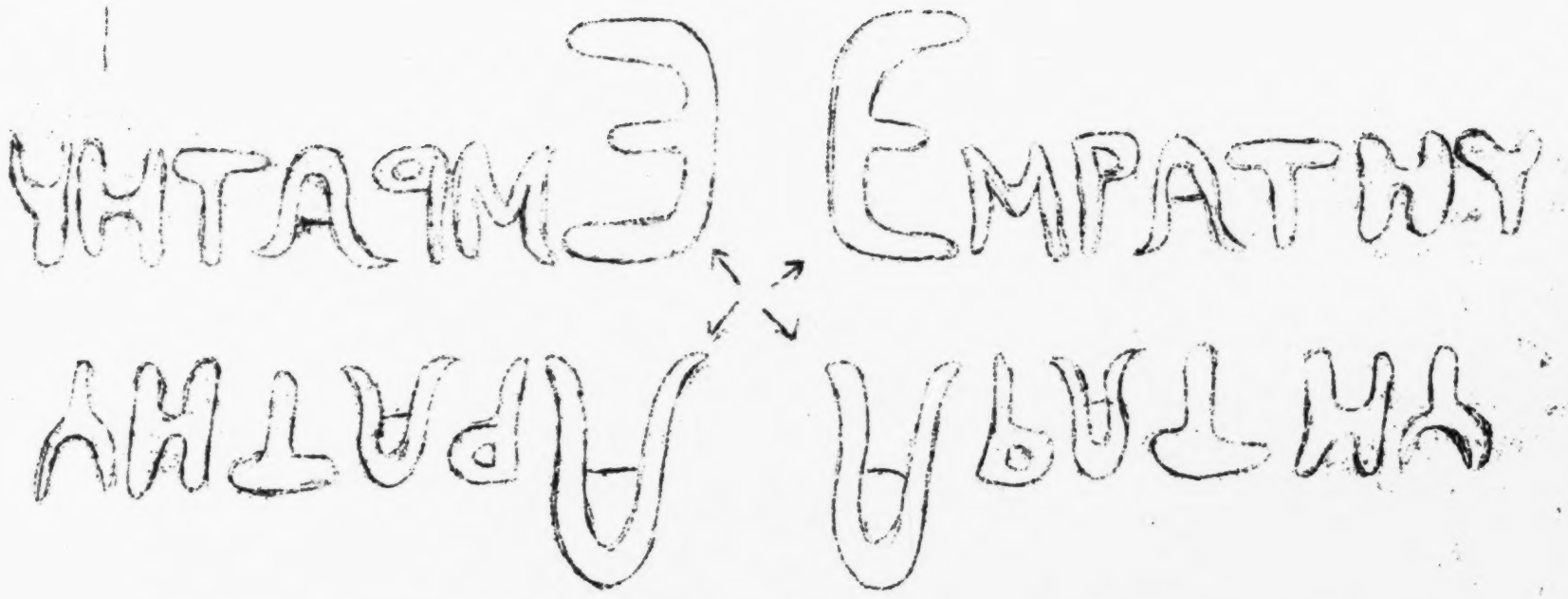
_____

_____

_____

_____

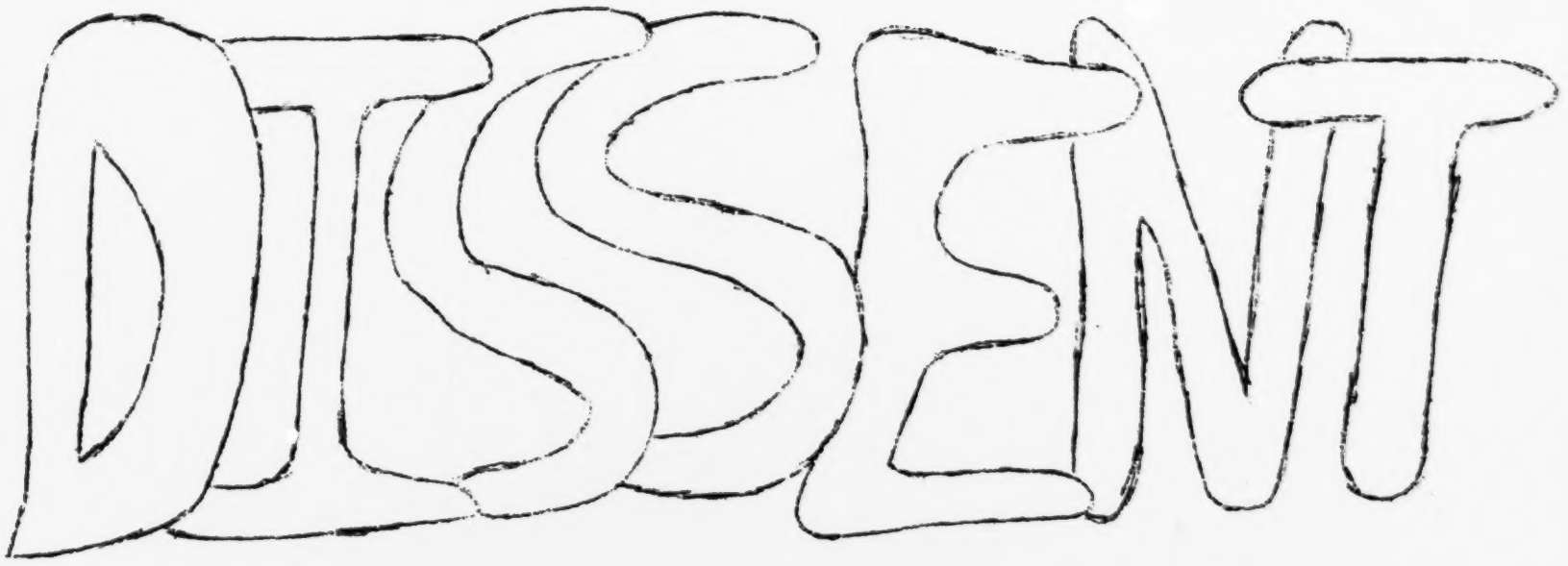
_____



Could you guess what is the opposite of apathy? Empathy is a feeling for other people like that expressed in the song "Walk a Mile in My Shoes." What do you think is the main idea of that song?

Can you describe an experience when empathy improved human relations?

Describe a TV character with whom you are empathetic. Does this character offer improvements to human relations?



1. Begin by viewing "History of Dissent," filmstrip-record combination, located here at this station.

2. Where in the Constitution might you find a portion that gives you the right to dissent? Using your history books, locate that section that guarantees this freedom and copy it down.

3. Through the use of resource materials, define dissent and treason.

4. Write a brief statement telling when dissent becomes treason.

5. Given the following statement, select at least one that illustrates abuse of dissent.

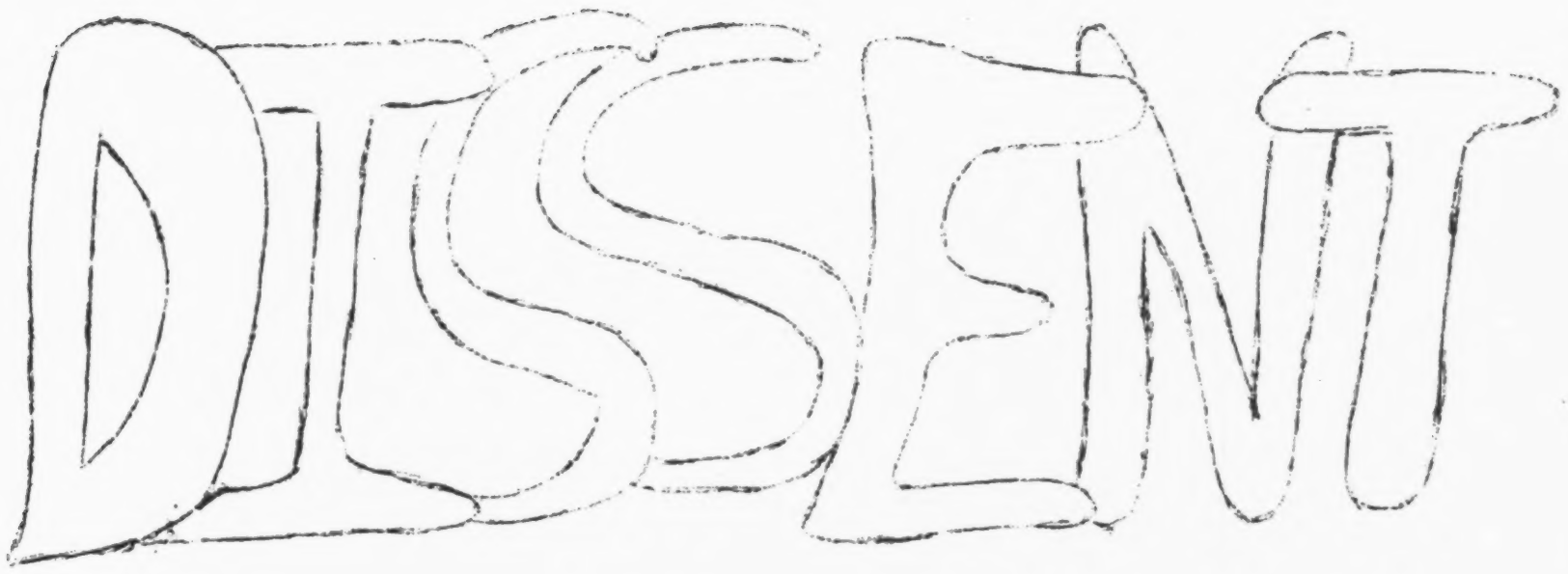
   A. An officer refuses to give first aid training to officers in Viet Nam.

   B. A man refuses to serve in the U.S. Army.

   C. A religious group refuses to send their children to school because they are providing education at home.

   D. A scientist refuses to work on a nuclear divice.

   E. An architect refuses to follow accepted trends of design.



"I disapprove of what you say, but I will defend to the death your right to say it."

Voltaire

This is a quote from Voltaire, one of the most influential men in the history of thought. Does it make any sense? What is Voltaire trying to say?

Begin by first taking this quote and putting it in your own words. Then explain what it means in one good paragraph.

NONCONFORMITY

1. Failure or refusal to go along with the generally accepted way of thinking or acting may be termed nonconformity. Although this word is being used a lot lately, it is nothing new. Read the material on Henry David Thoreau and his experience at Walden Pond to learn about a nonconformist of many years ago.

2. True or False

   _____ Total conformity is dangerous.

   _____ A total nonconformist is dangerous.

   _____ There are more conformists than nonconformists.

   _____ Most people who feel they are nonconformists conform in some way.

   _____ One can remain a nonconformist in his thinking while conformist in his actions.

3. What is the value of nonconformity? Give an example, if possible.

   _____

   _____

   _____

4. Describe one occasion when a nonconformist leader formed a group harmful to good human relations.

   _____

   _____

   _____

5. List five persons or groups considered to be nonconformist. Are they beneficial or harmful to the individual and the group?

   _____

   _____

   _____

   _____

NONCONFORMITY

Henry David Thoreau was an American writer who is remembered for his attacks on society and for his belief in the importance of nature. He was born in Concord, Massachusetts, in 1817 and died in 1862. He graduated from Harvard College in 1837.

Thoreau believed that each person must be free to act according to his own idea of right and wrong. He believed in the individual as the high and independent power. Thoreau also called for an end to slavery. He attacked it in his essay, "Slavery in Massachusetts," and defended John Brown's raid at Harper's Ferry in "A Plea for John Brown."

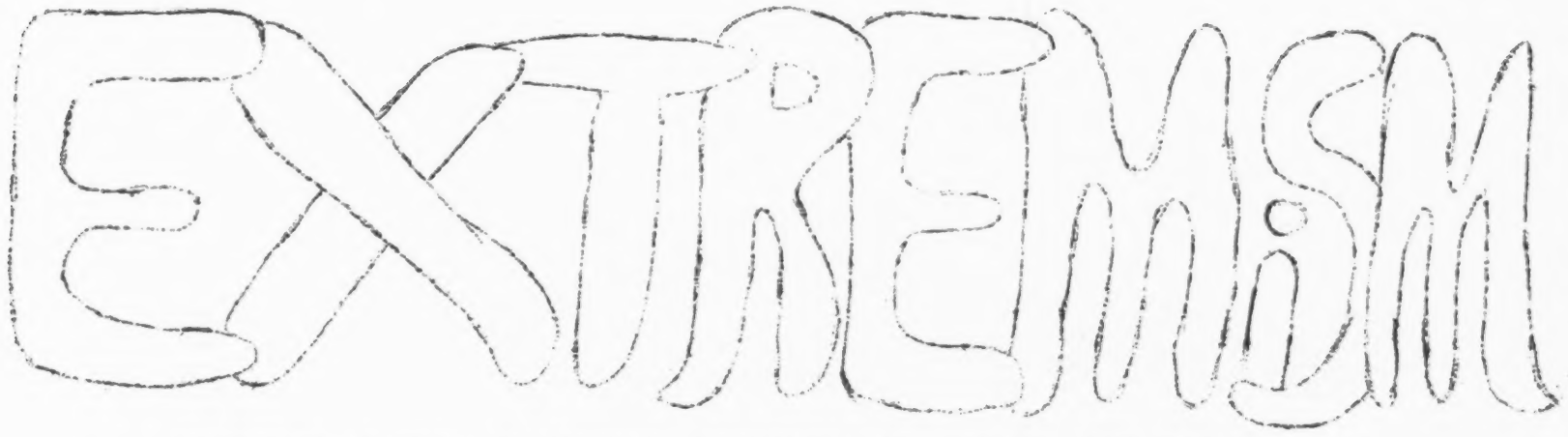
Walden Pand, near Concord, Massachusetts, inspired Thoreau's most famous book. He built a one-room cabin near the pond and lived there alone for two years, two months, and two days. He ate food that he found growing in the woods and vegetables from his own garden. The book Walden records his observations of nature there, and tells how he built his house, paid his bills, and spent his time. Thoreau believed that the best way to live was the simplest way, and though he knew he would be laughed at by many people, he still decided to test his ideas of the simple life.

Even today, if you attempted something like this, people would either laugh at you or think you were crazy. Few people would understand.

EXTREMISM

1. If you were given the choice, would you like to go off and live by the resources of the land and your own mind, or would you rather remain dependent upon modern life with all its conveniences?

2. Keeping all the you have read about Thoreau in mind, imagine that he is living today. What would he be like? What would be some of the things he would support or cut down? HINT: Keep in mind some of the things you have studied this year.



1. Extremism is used to describe anything that varies from the ordinary or the expected. To help your understanding of this term, read Shirley Jackson's short story "The Lottery."

2. Did this story surprise you? If so, why? Or did you expect it to end the way it did? Is it a good example of extremism? Explain.

3. From the following list or your own knowledge, select an extremist group. State at least two reasons that make the group appear extreme, and explain how this extremism presents a threat.

   A. Nazis
   B. Communists
   C. Hippies
   D. Minutemen
   E. Ku Klux Klan
   F. Black Panthers

4. Which of these best describes extremism?

   A. going to the greatest degree
   B. immoderate
   C. great departure from the average
   D. all of these
   E. none of these

   Answer: _____

"THE LOTTERY"

BY: SHIRLEY JACKSON

The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26, but in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them. Bobby Martin had already stuffed his pockets full of stones, and the other boys followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The lottery was conducted -- as were the square dances, the teen-age club, the Halloween program -- by Mr. Summers, who had time and energy to devote to civic activities. When he arrived in the square, carrying the black wodden box, there was a murmur of conversation among the villagers, and he waved and called, "Little late today, folks."

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up -- of heads of families and members of each family. There was the proper swearing in -- of Mr. Summers, by the postmaster, as the official of the lottery. Just as Mr. Summers turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "I forget what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly.

"Well now," Mr. Summers said soberly, "guess we better get started, and get this over with, so's we can get back to work. A sudden hush fell over the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now I'll read the names -- heads of families first -- and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn."

"THE LOTTERY"

BY: SHIRLEY JACKSON

"Is everything clear?" he continued. The people had done it so many times that they only half listened to the directions; most of them were quiet, wetting their lips, not looking around.

"Seems like there's no time at all between lotteries anymore," Mrs. Delacroix said to Mrs. Graves in the back row. "Seems like we got through with the last one only last week."

"Time sure goes fast," Mrs. Graves said. "We're next." She watched as Mr. Graves came around from the side of the box, greeted Mr. Summers gravely, and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hands, turning them over and over nervously.

Soon there was a long pause, a breathless pause. For a minute, no one moved, and then all the slips of paper were opened. Suddenly all the women began to speak at once saying, "Who is it? Who's got it?" Then the voices began to say, "It's Hutchinson. It's Bill. Bill Hutchinson's got it."

People began to look around to see the Hutchinson's. Bill was standing quietly, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers, "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie," Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Well, everyone," Mr. Summers said, "that was done pretty fast and now we've got to be hurrying a little more to get done in time." "Bill," he said, "your entire family will draw now. First little Dave, then Bill Jr., then Nancy, and finally you and Tessie." "Remember," Mr. Summers said, "take the slips and keep them folded until each of you have taken one. Someone will help little Dave." Mr. Graves took the hand of the little boy who came willingly with him up to the box. "Take a paper out of the box, Davy," Mr. Summers said. Davy put his hand into the box and laughed. Mr. Graves took the child's hand, removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"THE LOTTERY"

BY: SHIRLEY JACKSON

"Nancy next," Mr. Summers said. "Bill Jr., Tessie, and Bill." Bill Hutchinson reached into the box and felt around, bringing his hand out at last with a slip of paper in it. The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd. "All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's." He opened the slip of paper and there was a general sigh through the crowd as he held it and everyone could see that it was blank. Nancy and Bill Jr. opened theirs at the same time, and both beamed and laughed, turning to the crowd and holding their slips of paper above their heads. "It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper, Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up and there was a stir in the crowd.

"All right, folks," Mr. Summers said. "Let's finish quickly." Although the villagers had forgotten many things about the lottery, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Mrs. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar, "Come on," she said, "Hurry up."

The children had stones all ready. Someone gave little Davy Hutchinson a few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she had her hands held out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head. Mr. Summers was saying, "Come on, come on, everyone."

"It isn't fair, it isn't fair," Mrs. Hutchinson screamed, and then they were upon her.

INFERENCE

Separating fact and inference:

Beside each of the statements below, write whether you think it is a <u>fact</u> or an <u>inference</u>.

1. Babe Ruth hit 714 homeruns during his career.
2. Babe Ruth was the greatest homerun hitter that ever lived.

1. I see a guy with sandals, long hair, and beads.
2. That guy is a hippie.
3. Hippies are too lazy to do any real work.
4. That guy isn't doing anything useful for anyone.

1. Gertrude almost never has dates with boys.
2. Gertrude starts brushing with Ultra Bright toothpaste.
3. Gertrude has two boys on each arm.
4. Ultra Bright toothpaste makes teeth cleaner than they were before.
5. Cleaner and whiter teeth will attract boys.
6. A girl brushing with Ultra Bright can expect to have a lot of dates.

1. A lot of people have reported seeing strange objects in the sky.
2. Some of these cannot be explained as being such natural objects as clouds, fog, meteors, and so on.
3. Those that are left over must come from outside from outer space.
4. The Earth is being visited by flying objects from outer space.

1. The victim was killed by a 38 revolver.
2. Joe worked for the victim.
3. Joe did not like the victim.
4. Joe has a 38 revolver.
5. Joe is the killer.

INFERENCE

Evaluating inferences:

Beside each of the numbered statements below write true, false, or can't be certain -- depending upon your judgement of each statement.

1. Someone runs out of a gas station office and jumps into a car. As he speeds away, a man in a gas station attendant's uniform runs out and yells something. Another car sitting in the station roars out after the first one.

   _____ A. A man has robbed the gas station.

   _____ B. The gas station attendant alerts someone else.

   _____ C. A man in a second car zooms away to catch the first.

2. Bob Jones, age 13, has had good grades all through school. In the eighth grade his marks began to drop. His personality seems to jump from way up, when he is very talkative to way down, when he is very depressed. Mrs. Jones notices that he wears dark glasses in the house and has a craving for sweet foods and liquids. He also burns incense in his room and seems uneasy when his mother comes in.

   _____ A. Bill Jones is using marijuana.

   _____ B. Bill Jones's parents are unaware of their son's problem.

   _____ C. Mrs. Jones is Bill's mother.

   _____ D. Bill Jones is burning incense to cover the smell of marijuana.

   _____ E. Bill Jones is having problems with some of his teachers at school.

3. In Communist China today, the penalty for listening to broadcasts from Russia is death. The penalty for listening to the Voice of America is "re-education."

   A._____ A. Communist China does not allow freedom of information to citizens.

   _____ B. Communist China has worse relations with Russia than with the United States.

HUMAN RELATIONS PROJECT

To help us evaluate the work you have done in Human Relations, we are asking each of you to become involved in a creative project. These projects should express something about yourself or your relations with others. Here are a few suggestions:

1. Emphasize some aspect of Human Relations by making a tape, film, song, or skit. (present to class)

2. Construct a mobile in which the emphasis is first on you, second on your family, and finally on your ~~f~~friends.

3. Make a mural or collage that expresses one aspect of your personality.